

TAB

25 YEAR RE-REVIEW

INTELLIGENCE PRODUCTION COURSE NO. 21 (1/68)

Chief Instructor's Comments

COURSE OBJECTIVES

1. This course is intended principally to help prepare the Career Trainee (CT) for an assignment in the Deputy Directorate for Intelligence (DDI). To achieve this objective, the course is structured to give the CT:
 - a. A detailed look at the major intelligence production and collection components within the DDI and a less detailed, but nonetheless critical, look at other CIA and USIB components which work closely with units of the DDI.
 - b. An appreciation of the coordination functions, both intra- and inter-Agency, that bulk so large in the collection, production, dissemination, and utilization aspects of the intelligence business.
 - c. Wide exposure to DDI personnel at all levels of responsibility from Office Chief to research analyst.
 - d. Some practical exercises--evaluation of the finished products of both OCI and OER and preparation of a substantive intelligence report in a field of the CT's own choosing--designed to emphasize the nature of the problems encountered by DDI intelligence producers.
 - e. A sense of the importance of intelligence requirements to the finished intelligence product.

COURSE CONTENT

2. During IPC No. 21, the CTs were exposed to:
 - a. Intelligence collection and/or requirements activities of the Information Requirements Staff, Central Reference Service, and the Imagery Analysis Service. In addition, they were also briefed about the technical collection capabilities and activities of given DDS&T components.
 - b. Intelligence repositories and collections of intelligence information including, among others, Central Reference Service, FBIS, OCS, IAS, NSA, and the Map Library.

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c. Intelligence production responsibilities of and the use of intelligence produced by the Office of Economic Research, Office of Strategic Research, Office of Current Intelligence, Office and Board of National Estimates, USIB, [] the Ops Center, FBIS, DIA, INR/State, and the White House Staff.

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d. Intelligence coordination responsibilities at all levels within CIA through the national estimative process with ONE/BNE and in the USIB community, particularly the relationships between CIA production units and DIA or INR.

COURSE INNOVATIONS

3. For purposes of IPC No. 21, the following innovations were introduced with varying degrees of success as noted:

a. Formally structured critique seminars. In order to provide greater opportunity for IPF members to evaluate CTs and, at the same time, to determine whether various of the revised presentations on CRS, IRS, DDS&T, and IAS, for example, were meeting the intended course objectives, three new seminars were added to the program. For purposes of these critique sessions, the class was divided into groups of 3-4 CTs. Each group addressed itself to discussion of a particular segment under review, and the group opinions were presented by the respective chairmen. Planning the first such seminar to coincide with the completion of the first week's activities did much to give the IPF some indications of the CTs' abilities to coordinate different viewpoints as reflected in the group critiques and students' abilities to react to both hostile and friendly questions raised during the seminar.

b. Elimination of the traditional "intelligence problem" research report (for the course research project) and substitution of a substantive intelligence report. Although my initial thought was that the student should have the option of doing either the problem or substantive type of research paper, the continuing pressures on the CTs to make decisions about possible interviews made it clear that "problem" type research reports, which depend almost entirely on a heavy schedule of personal interviews, would be infeasible for students already more than usually concerned about placement. Considering that the requirements for job interviews overlapped the final four and one half weeks of the course, it is most remarkable that some of the CT final reports were quite good rather than that a few left something to be desired.

c. Substitution of the Imagery Analysis Service presentation on photographic intelligence for an NPIC presentation. The more specific focus of IAS was better than the "big picture" presentation so dear to the NPIC people, but the presentation will require revision for the next IPC. It was interesting to note, however, that one of the specific problems which was discussed as illustrative of the IAS work for the DDI was picked up in the IPC sessions with OSR, ONE/BNE, and, also, with the DIA guest speaker.

25X1 d. Expansion of the program for the Office of Economic Research. In an attempt to give the students a better understanding of the problems faced by the OER analysts, the program for this component was expanded from 1 1/2 to 5 days. In addition, the whole program for OER was revised and a series of new approaches introduced. Following an overview of the Office by [] one of the two OER Area Chiefs, the CTs were provided an excellent discussion of the policy-oriented support typical of one of the OER Branches; and then they heard a discussion about the basic skills required in OER-- economics, Russian language, and technical/industrial knowledge. All of the foregoing was completed in a day, and the remainder of the time was spent by the CTs in preparing critical evaluations of the finished intelligence reports prepared by given OER Branches. Upon completion of their critiques, the students then had to discuss their findings with the OER Branch Chiefs or analysts who had prepared the specified reports. These face-to-face sessions-- although embarrassing to some of the CTs who felt that they should not be forced to criticize the experts' work--provided the trainees with good exposure to the problems faced by the producers. Finally there was a seminar session to review the week's activities. (This review session, incidentally, certainly can be shortened, if not eliminated, for the next IPC; and, with some other revisions, the OER program can be reduced by a full day).

25X1 e. The Analysis Exercise was eliminated. Traditionally an introductory feature of the IPC, the time was more meaningfully spent on seminar sessions and increased effort on OER. Questions of analytical techniques were emphasized as a normal part of the presentation on the various components, but a few students did indicate that they would have preferred specific discussion sessions on "analysis" and "analysts."

f. Visit to NSA. In response to suggestions from previous IPCs, a visit was scheduled to NSA. All indications are that this trip was a waste of time, and it should not be scheduled for the next IPC.

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PROBLEMS

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25X1 4. The most serious problem faced during the IPC was the continuous pressure from the CTP Office to have the students make decisions about potential offices of employment. This reflects the panic that led the CTP Office into its initial approach to the DDI Administrative Staff for a "pre-IPC Week" which would have immediately preceded the scheduled date for beginning the IPC. My comments for the IPF weekly reports have reflected some of the ups-and-downs of this activity, despite the fact that in our meeting with [] of the DDI Administrative Staff (25 September 1967), Mr. [] had agreed that there would be no interference with the CTs until the end of the sixth week of the IPC. Plans for interviewing and scheduling of interviews were to take place during the final three weeks of the IPC when the students were devoting full time to research on their course reports. It is my understanding that [] had discussed this matter with [] and that he had received [] assurance that in the future, even though there is no period of trial attachment for the CTs, the CTP Office will make no noises about potential offices of employment or job interviews during the first six weeks of the IPC. (I have already noted the undesirable effects of these intrusions on the course research papers. See Par. 3 b, above.)

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5. Considering that practically all [] members of the IPC No. 21 were interviewed for, and accepted jobs in the DDI components by the end of the first week of interviews, I wonder if it really is necessary for the CTP Office to impose on the IPC at all? Is it impossible to extend the CTs for another week or ten days beyond the IPC and to use this time for the interviewing? Certainly it would make the course research paper more meaningful, particularly since the substantive research effort could be made available to potential employers prior to their selection of particular CTs. As evidenced in the CT critiques of this IPC, many of the students would prefer that the paper have some purpose other than that of a "practice exercise."

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6. The size of the IPC class was anything but ideal--room 518 was far too crowded with [] members, and many of the offices which we visited suffered because their facilities, too, were not ample for such a large group. Another conference table has been ordered for room 518 which will help relieve some of the congestion in the future, but the fact remains that the maximum number for effective instructional purposes in a course of this nature is []. Any number above [] makes use of the seminar-discussion technique difficult; and for the IPC, I think that there is no substitute for this method.

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7. Failure of the CTP Office to obtain the proper clearances for the Program Office for the IPC sharply limited the number of sessions, particularly the seminars that [] could observe. This matter has already been brought to [] attention.

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8. Presentations by some of the DDI components suffered because of recently completed reorganizations. Both CRS and IAS, in fact, welcomed the opportunities to hold the sessions with the IPC because it forced various of their components to prepare their first oral presentations. Based on IPF reviews of such presentations, there is no doubt that upcoming meetings with the groups will be much more sharply focused.

9. I think that there needs to be a greater degree of participation in the course by members of the IPF, particularly for those sessions held at 1000 Glebe Road. It seems to me that those faculty members who have limited responsibility for the course should attend seminar sessions, participate in some of the visits to DDI components, and otherwise get more involved with the program. I would suggest that for the next IPC at least two instructors be in attendance for each activity which requires some faculty participation, and, if the next class is as large as IPC No. 21, it is probable that more faculty members will be required to participate in the seminar sessions.

|| W.G. ?

ASSIGNMENTS OF MEMBERS OF IPC NO. 21

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10. The assignments of members of IPC No. 21 were as follows:

a. OCI

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b. OSR

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c. DCS

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d. OER

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e. OTHER

- COMIREX Staff
- NPIC
- CRS

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COMMENT ON CAREER TRAINEES

11. I have been more impressed by the students of IPC No. 21 than any other similar group with which I have been associated. Considering the serious disruptions caused by the end of the trial attachment period, the continued pressures to "choose" offices, the frequently jammed up working conditions, and despite the fact that most of the class had firm job commitments well before the end of the IPC, it would not have been unexpected if class morale had gone to hell early in the game. However, those of us who participated most closely with the group were impressed by the willingness with which the group participated in practically all scheduled activities. At no time was there a failure or hesitation during a question period, queries were usually thoughtful and legitimate, and the group appeared to be taking full advantage of the opportunities for investigation of the DDI for which the course is intended.

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